



SELF CONCEPT AND ACADEMIC ACHIEVEMENT OF SECONDARY SCHOOL STUDENTS

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ABSTRACT

The term self-concept is a general term used to refer to how someone thinks about, evaluates or perceives themselves. An adolescent who has an adequate self-concept is likely to follow the problem solving approach and tends to be spontaneous, creative, original and have high self esteem. This study is an attempt to investigate the influence of self-concept on academic achievement of secondary school students N=600. The researcher has selected a stratified disproportionate random sampling from the population of south zone taluk of Tumkur district. t-test was employed to analyse the data. This study revealed that students having high self-concept have higher academic achievement than students having low self-concept.

KEYWORDS: self-concept, academic achievement, secondary school, Tumkur.

INTRODUCTION:

Self-concept is very important because it directs one's behaviour. According to Rogers, one's self-concept influences how one regards both oneself and one's environment.

It is the fullest description of himself that a person is capable of doing any task given any time. That means, every individual develops an idea of his own abilities, limitations and aspirations. Here, the emphasis is upon the person as object of his own self knowledge. But his/her feelings of what he conceives of himself to be usually included. It depends upon his past experiences. If the experiences are satisfying, the self concept will be positive. If the individual has faced failures and frustrations, the self concept will be negative.

Therefore the child has to be provided experiences that help him to develop proper self concept. A child who can perform various daily life activities with confidence will be capable of achieving success. He trusts himself and has good academic achievement motivation and is free to accept others without any negative feelings. A child with negative experiences feels inadequate, lacks self confidence and self regard. That is, his self-concept is negative and he views himself as an unhappy, weak and useless person. Therefore it is necessary that every child is provided positive experiences so that he develops a reality based positive self concept.

OBJECTIVES OF THE STUDY:

1. To find the relationship between self-concept and academic achievement.
2. To study the effect of self-concept on academic achievement.

HYPOTHESES OF THE STUDY:

1. There is no significant relationship between self-concept and academic achievement.
2. There is no significant difference in the academic achievement of secondary school students with different levels of self-concept.

REVIEW OF RELATED LITERATURE:

Sween (1984) Studied about the academic achievement of high school students in relation to the instructional design, intelligence, self-concept and achievement. The findings of the study were;

1. High intelligent students scored significantly better than low intelligent students.
2. Students having high self concept scored significantly higher than those with low self-concept.
3. The factor of intelligence interacted with both high and low self concept.

Puri.K (1987) investigated Personality traits and self-concept of 16-18 years old under achievers. The findings of the study was Global self-concept and scholastic achievement had a significant positive correlation.

LIMITATIONS OF THE STUDY:

The present study is confined to 9th standard students of south zone taluk schools of Tumkur district.

METHODOLOGY OF THE STUDY:

Population of the study:

Population for this study consists of students of secondary schools of Tumkur district of Karnataka state of the year 2009-2010.

Sample for the study:

The sample of the present research consists of 600 students of different schools of 6 taluk of south zone of Tumkur district. In this sample 200 students from government, 200 students from aided and 200 students from private schools. From each type of management 100 boys and 100 girls are taken.

The selection of the students for the sample was done by collecting the school marks in the first semester examination of the 9th standard students of 2009-10.

Tools Used For Study:

Children self concept scale by Dr.S.P.Ahluwalia

Statistical techniques employed:

The researcher has used the t-test to find out the effect of self-concept on academic achievement.

ANALYSIS AND INTERPRETATION OF DATA:

Table 1 showing the variables size (N), degrees of freedom (df) and coefficient of correlation ('r') and its significance at 0.05 and 0.01 levels between Academic Achievement and Self-Concept.

Table-1

Variable	N	Df (N-2)	'r'	Level of Significance
Academic Achievement and Self-Concept	600	598	0.263	**

****Significant at 0.01 level**

In the above table, the co-efficient of correlation between Academic Achievement and Self-concept of secondary school students is given. The obtained 'r' value is 0.263, which shows a significant positive relationship at 0.01 level ('r' critical value 0.115) between Academic Achievement and Self-Concept of secondary school students. So, the null hypothesis was rejected and an alternative hypothesis was accepted that "there is a significant positive relationship between Academic Achievement and Self-Concept of secondary school students." It concludes that high self-concept students have higher academic achievements and vice versa.

Table-2 show the Number (N), Mean, Standard Deviation (SD) and 't' value of academic achievement scores due to variation in their Self-Concept (Low and Moderate).

Table-2

Variable and Groups	N	Mean	SD	't' value	Level of Significance
Self-Concept Levels	Low	204	64.524	17.898	*
	Moderate	185	68.567	17.449	

***=Significant at 0.05 level**

From the above table, it can be seen that 't' value of 2.254 is greater than the table value 1.96 at 0.05 level of significance. So the null hypothesis was rejected and the alternative hypothesis was formulated that there is a significant difference in academic achievement of secondary school students due to variation in their self-concept. The table further reveals that students having moderate self-concept level ($M=68.567$) have higher academic achievement than students having low self-concept level ($M=64.524$). Hence, the null hypotheses was rejected.

Self-concept of secondary school students has an effect on their academic achievement.

Table-3 showing the Number (N), Mean, Standard Deviation (SD) and 't' value of academic achievement scores due to variation in their Self-Concept (Moderate and High).

Table-3

Variable and Groups		N	Mean	SD	't' value	Level of Significance
Self-Concept Levels	Moderate	185	68.567	17.449	5.184	**
	High	211	77.075	14.872		

**=Significant at 0.01 level

From the table mentioned above, it can be seen that 't' value of 5.184 is greater than the table value 2.59 at 0.01 level of significance. Therefore the null hypothesis was rejected and the alternative hypothesis was formulated that there is a significant difference in academic achievement of secondary school students due to variation in their self-concept. The table further reveals that students having high self-concept ($M=77.075$) have higher academic achievement than students having moderate self-concept ($M=68.567$). Hence, the null hypothesis was rejected.

Self-concept of secondary school students has an effect on their academic achievement.

Table-4 showing the Number (N), Mean, Standard Deviation (SD) and 't' value of academic achievement scores due to variation in their Self-Concept (Low and High).

Table-4

Variable and Groups		N	Mean	SD	't' value	Level of Significance
Self-Concept Levels	Low	204	64.524	17.898	7.756	**
	High	211	77.075	14.872		

**=Significant at 0.01 level

From the table 4, it can be seen that 't' value of 7.756 is greater than the table value 2.59 at 0.01 level of significance. So the null hypothesis was rejected and the alternative hypotheses was formulated that there is a significant difference in academic achievement of secondary school students due to variation in their self-concept. The table further reveals that students having high self-concept ($M=77.075$) have higher academic achievement than students having low self-concept ($M=64.524$). Hence, the null hypothesis was rejected.

Self-concept of secondary school students has an effect on their academic achievement.

FINDINGS AND CONCLUSION:

From the above table, it is concluded that there is a significant positive relationship between self-concept and academic achievement of secondary school students. The table further reveals that students having high self-concept have higher academic achievement than students having low self-concept.

EDUCATIONAL IMPLICATIONS:

1. The children belonging to backward class generally have low perceived self concept as compared to the forward community children. It is suggested to improve the self concept to backward community children studying in rural and urban institutions by providing proper resources.
2. Good study habits should be provided by classroom teachers.
3. Teacher should develop self-management skills among the adolescents
4. Teacher should provide a conducive environment to develop a positive self concept.

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